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The American Federation of Teachers (AFT) should reexamine the criteria for teacher education which it stated in a resolution 10 years ago. It should explore its relationship to trends in the field: they are toward interdepartmental and interagency cooperative planning of teacher education programs: longer preparation periods: shifts in emphasis within the format and sequence of professional training: graduate education and internships: the development of conceptual models for teacher education: and innovations in the use of technology and specialization programs. In exerting a force for improvement, three coordinated approaches for fulfilling the AFT role are open: action programs, collective bargaining, and legislative activities. (JS)

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AFT QuEST Paper 1. Occassional Papers from the AFT Program for Quality Educational Standards in Teaching (QuEST)

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WHAT IS THE AFT-*QuEST* PROGRAM?

Persistent and emerging problems face the nation's schools:

Effective teaching
Use of paraprofessionals
Decentralization and community control
Teacher education and certification
Implementation of the More Effective Schools concept
Eradicating racism in education

As the teacher revolution sweeps through urban America, the American Federation of Teachers becomes increasingly aware of its special responsibilities to offer solutions to these other problems. In January, 1958, the AFT's executive council, with representatives on it from most of the nation's big cities, held a special two-day conference to consider these problems and the AFT's responsibilities.

Out of this conference came a mandate for a *continuing body of active and concerned AFT educators* who could—

Anticipate some of the emerging problems resulting from the rapid social changes in our society;

Meet on a regular basis;

Stimulate and initiate confrontations between teachers and these problems at state, local, and national levels;

Organize and coordinate regional and national conferences;

Prepare tentative positions for action by AFT legislative bodies; and

Suggest action programs to implement their findings.

Thus was born QuEST.

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THE ROLE OF THE AFT IN TEACHER EDUCATION

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Ten years ago, delegates to the annual convention of the American Federation of Teachers took a look at the condition of teacher education in the United States. In a five-part resolution, they demanded reforms which would include:

1. A broad liberal-arts education with a bachelor's degree for all teachers, elementary and secondary;

2. Extended knowledge of content in a particular subject-matter field for all secondary teachers;

3. Effective practice teaching under the direct supervision of a qualified classroom teacher, and

4. Courses in educational methods, psychology, and philosophy;

5. Classroom-teacher-approved inservice educational programs designed to meet special needs of American school systems.

The 10 intervening years since those delegates met have seen crisis after crisis erupt in the urban schools of America. Teachers in the big cities have begun to realize that the kind of education they received in college, and the so-called inservice training that administrators have foisted upon them since, have not equipped them to deal with many of the problems that beset our schools and our society. Where were the courses in Afro-American history? Why the absence of seminars on community education *with* community leaders? Why the dearth of courses dealing with the great conflicts of urban America?

Those five criteria for teacher education which convention delegates 10 years ago might have thought adequate for the Fifties need updating. The American Federation of Teachers is in the unique position of representing teachers in most of the urban school districts in the United States and has, therefore, both the motivation and the responsibility to take on this task.

I believe we can make a tremendous contribution to the professional preparation of teachers, both preservice and inservice: two aspects of teacher education which, incidentally, are becoming increasingly more difficult to separate. This is as it should be. Arthur Combs, in *The Professional Education of Teachers*, stated this eloquently when he wrote, "The teacher-education curriculum does not produce teachers. It would be more correct to say that it 'begins' them." If we look at some of the key issues, including those which have been presented in the two other QuEST papers (on certification and inservice education), the challenge and the possibilities will clearly be seen.

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I. MAJOR TRENDS IN TEACHER EDUCATION

Teacher education is becoming a matter of all-institution concern. There is a strong move to abandon the practice of exclusive planning of teacher education by "education professors" alone. Cooperative planning, involving representatives of academic fields, is the new approach. In the past, one of the basic causes of the warfare between the liberal-arts and education professors has been the feeling by the former that they were denied any real part in planning programs for the education of teachers. Now, it is important for colleges to view the task of preparing teachers as one of first-rate importance, rather than one of which they are ashamed. The AFT is becoming a growing force on college campuses. There is no reason why we should not use our new power to help change the teacher-education curriculum just as our bargaining teams in the elementary and secondary schools have worked to make their curriculum more relevant.

Longer preparation. There is a trend toward five-year preparations for elementary and secondary teaching. Some states mandate a year of graduate preparation for teachers who were admitted to practice upon completion of the bachelor's degree. Two procedures (the four-year-plus-one and the five-year plan) are being developed. The predominant pattern recently has been the four-year-plus-one plan. In the next 10 years, more states will likely mandate the five-year preservice program, and more colleges and universities will provide these programs, especially for high school teachers.

In content and quality, teacher-education programs across the country are becoming more alike. Related to this trend are the changes being made in format and sequence.

Format and sequence. Traditionally, teacher-training institutions have followed a general format consisting of four areas: (a) general-education courses required of all students; (b) courses in a major subject area at the secondary level or a broader spectrum of courses for elementary teachers; (c) professional-education courses, including foundations of education, psychology, and courses in methods; and (d) laboratory experiences which culminate in a supervised teaching experience.

No major changes are being made in this general form, but emphasis within the pattern seems to be shifting significantly. More depth in subject matter, particularly for secondary teachers, is being stressed. Subject majors are appearing in some elementary programs. These shifts are mainly quantitative; that is, more courses in the major are included, or academic courses are added to the elementary sequence. Another change involves the structuring of the professional sequence. One such change concentrates all, or almost all, of a practicum and related courses into a single semester or year. The student is exposed to a package of professional courses concentrated within a relatively short period, so that he can cross-reference theory and practice and see relationships firsthand. However, at present there is no evidence that this practice actually produces better teaching performance.

Graduate education and internships. There is a pronounced trend toward graduate preparation of teachers. As this trend accelerates, undergraduate colleges may cease to try to compete and, instead, may well concentrate upon

the liberal-arts degree. This development may have this advantage: Liberal-arts colleges will be released from teacher-training obligations, for which they are often not well equipped. It will enable them to provide the liberal foundations, which they *are* equipped to do, leaving the professional training to graduate schools. This development could stimulate greater concentration of the professional schools upon research in the process of learning, which is one of the more important needs of teacher education. The most vulnerable spot in teaching's claim to professional status is the relative paucity of validated research. While there is a substantive body of research, as yet it is not especially conclusive. Some educators believe that the remedy for this situation is the development of first-class graduate research centers, with a competent corps of research specialists to advance our knowledge about the learning potential and process.

Already, an effort is underway by the Committee of Studies of the American Association of Colleges for Teacher Education to establish a national center for teacher education, similar in purpose to the National Institute of Health. As reported in the May 23, 1968, issue of the AACTE Bulletin, the center would serve as an agency which would collect, analyze, and disseminate information about teacher education required by faculties as they study ways to improve their own programs. It would devote its efforts to the....

> "...translation of information from all available sources to the operation of teacher-education programs. This it would do by (a) creating a variety of program models and component parts of models, (b) providing usable data needed by faculties for working on their own models or for changing certain aspects of their programs, and (c) providing dissemination activities related to these outputs."

In addition, a number of teacher-education internship programs have developed in the past decade. Generally speaking, internships differ from student teaching in at least three ways: (a) they generally follow the four-year preservice preparation program; (b) the intern assumes full responsibility for at least one-half to three-fourths of a teaching load; and (c) the intern is paid for his work.

Conceptual models for teacher education. In the long view, perhaps the most significant thinking in teacher education today deals not with length, format, and sequence, but with what can be referred to as "conceptual" models of education. To say precisely when and where these innovative proposals and programs began is difficult. Surely Arthur Combs established several underlying and supporting assumptions when he discussed the need for *extensive flexibility and individualization.* In *The Professional Education of Teachers,* he wrote, "If the person of the teacher is seen as the center of the problem of teacher education, the organization of teacher-education programs around subject matter and methods is simply no longer tenable," and, further, that the concept of the good teacher calls for a "Simultaneous, rather than a consecutive, order of experience."

Because of limitations in time and space, this paper is not the most appropriate means to even begin to discuss the many new "orders of experience" which are being developed. While a brief listing must suffice, the reader is directed to both the AACTE's *Professional Teacher Education* (the teacher edu-

cation and media project), and John Verduin's *Conceptual Models in Teacher Education*.

On such a list, Herbert LaGrone's proposal for the revision of the preservice professional component of a program of teacher education ranks high. As a matter of fact, several years ago, when I served as a teacher education adviser in Pennsylvania, we distributed a hypothetical revision of the professional education sequence based upon LaGrone's thinking. It included these five "courses:" analytical study of teaching, structures and uses of knowledge, concepts of human development and learning, designs for teaching-learning, and demonstration and evaluation of teaching competencies.

In addition, a listing of other seminal thinking about the teaching-learning act must include the following:

- Robert Mager's *Preparing Instructional Objectives;*
- B. Othanel Smith's work on *The Logical Aspects of Teaching;*
- N. L. Gage's *Paradigms and Theories of Teaching;*
- Asahel Woodruff's work on *Concept Formation;*
- Bloom and Krathwohl's analysis of educational objectives, i.e., their taxonomies;
- Flanders and Amidon's work on interaction analysis;
- John Withall's research on the social and emotional climate of the classroom.

Other important strides have been taken in the improvement of teacher education and technology (e.g., Schueler and Lesser's *Teacher Education and the New Media)*, the standards for programs of teacher education (e.g., the evaluative criteria study of AACTE), and in teacher education for inner-city schools (e.g., Harry Rivlin and Valda Robinson's syllabus, *The Preparation of Urban Teachers*).

While it would not be accurate to state that these guidelines and models have made deep inroads into the traditional education of teachers, it is accurate to state that a start has been made. Most teacher educators are now "aware."

II. THE ROLE OF THE AFT IN TEACHER EDUCATION

Now that a brief overview of the issues and trends has been presented, you probably will say as I have: So what? That is a good question. So most teacher educators are "aware." Fine. But how do we, the AFT, fit into the scheme of things on these issues? After all, we are not colleges and universities and, therefore, we cannot assume their function as teacher trainers.

I believe that is exactly where we should begin our QuEST probings: by exploring how we relate to these interrelated areas--teacher education (including inservice education) and teacher certification. The approaches to training and certification recently have undergone revision in New York State, for ex-

ample. The new certification regulations consolidate and simplify requirements by eliminating the need for many specific college courses. Under the new program, aspiring teachers will be required to complete the same over-all amount of college study, but in a more generalized program. As reported in the January, 1969, issue of *School and Society*, Dr. Alvin Lierheimer, assistant commissioner of education in New York State, explained that certification for too long has been based on input -- courses taken. The new regulations are a step toward certification based on output -- classroom performance. Obviously, we here have more than a passing interest in this.

As I conclude in the QuEST certification paper, I believe we must begin to probe three basic certification issues, namely, (1) the fundamental issue of the relationship between *local* collective bargaining and certification standards, (2) specific policy matters, such as certification renewal, emergency certificates, and certification by examination, and (3) two general philosophic issues--the functions which certification should serve *and* our role as the teachers' union and how we can fulfill it.

Similarly, as I conclude in the QuEST inservice paper, I believe that the concept, the Continuous Progress Alternative, should be used as a springboard to elicit the reactions of teachers: "What I have presented is the basic outline of a plan. These are 'the bones.' Now I feel it is up to local bargaining teams to put 'meat' on them...let us fashion a synthesis, a comprehensive program of meaningful inservice education within the framework of certification justice for all teachers."

From the problems presented in these three related QuEST papers, I believe we can begin to fashion a meaningful role which the AFT could take in order to make a significant breakthrough in teacher education.

Three AFT approaches. Three coordinated approaches for fulfilling our role are open to us. These traditionally have been the methods we have utilized, particularly within the past 10 years.

Action Programs, to improve the quality of instruction and of schools (such as More Effective Schools). For example, as we probe the issues of teacher education, one of the most significant possibilities before us is to explore and develop an AFT internship-action program.

Collective bargaining, our *raison d'etre.* Collective bargaining provides a way for teachers and other nonsupervisory employees to negotiate as equals with their employers. It goes without saying that this process can provide a way for teachers to improve their own professional education. We already have begun to do so in AFT cities throughout the country. Perhaps we should also consider how collective bargaining at the college level can influence teacher training programs.

Legislation, through the offices of the AFT department of legislation and the various state federations.

In summary, the following represents the tasks which have been outlined and the framework within which we might well begin to work:

Teacher Education	*Teacher Certification*	*Inservice Education*
• Relationship to colleges of teacher education	• Balance of the requirements for preservice teachers	• Meaningful programs contractually provided for
• Amount of preparation	• Temporary or emergency certification	• "The Continuous Progress Alternative," provisions for developing
• Format and sequence	• Certification renewal	
• Graduate preparation and internship programs	• Certification by examination	
• Conceptual models	• Program approval and teacher competencies	
	• Purpose of certification; role of AFT	

Methods:	(1) LEGISLATIVE ACTIVITIES	(2) COLLECTIVE-BARGAINING APPROACHES	(3) ACTION PROGRAMS e.g., the AFT internship

The AFT is in a unique position to exert a force for the improvement of both preservice and inservice education, particularly for the inner-city and urban teacher. In this endeavor, we undoubtedly will need to join in cooperative efforts with and gain the support of the community. What we can do to improve teacher education is only restricted by the limits of our imagination.